



Three Critical Resources to Improve Reading Instruction for Students with Disabilities

Shannon Dunstan, Early Childhood Special Education



Session Objectives

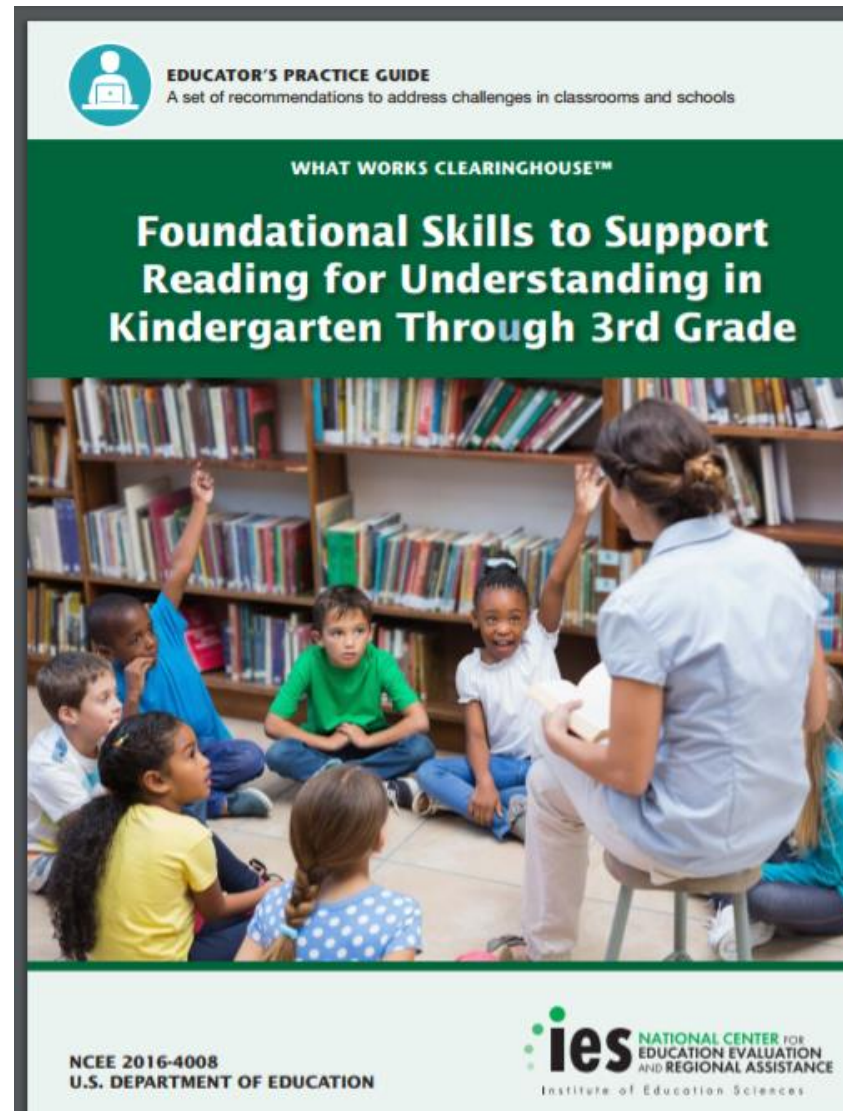


Purpose:

- IES Reading Resources
- Instructional reading modules
- New assessment to identify areas of need or areas for improvement
- New Professional Development Opportunity to earn credit(s) for recertification
- National Center for Improving Literacy (NCIL)



Institute of Education Sciences Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



What Works Clearinghouse (WWC)



Exhibit 1. What elements define a study?

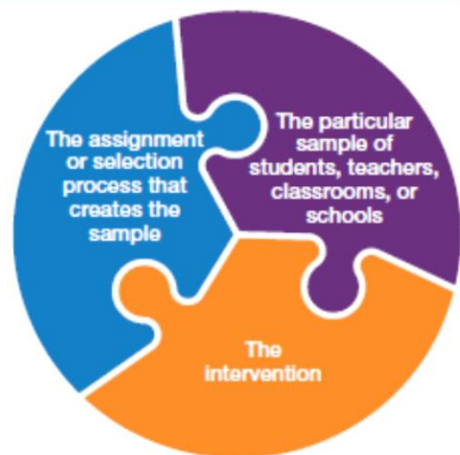


Exhibit 2: The WWC rating system

Every eligible study reviewed by the WWC receives one of three possible ratings regarding the study's design:



Meets WWC Design Standards Without Reservations. Studies receiving this rating provide the highest degree of confidence that the intervention caused the observed effect.



Meets WWC Design Standards With Reservations. Studies receiving this rating provide a lower degree of confidence that the intervention caused the observed effect.



Does Not Meet WWC Design Standards. Studies receiving this rating do not provide confidence that the intervention caused the observed effect.

If a study analyzes multiple outcomes, each analysis receives a separate rating. The study receives a summary rating that is the highest of the ratings given to the individual analyses.

Exhibit 4: WWC review products

WWC study reviews are used to develop the following main products:



Practice guides help educators address challenges using evidence-based strategies; examples include *Teaching Secondary Students to Write Effectively*, *Teaching Math to Young Children*, and *Dropout Prevention*



Intervention reports review all of the publicly available research on specific interventions and synthesize the findings from rigorous studies to guide evidence-based decisions



Quick reviews provide timely assessments of recent, influential research studies

[What Works Clearinghouse](#)

How we created the reading modules



Questions

Understanding

Knowledge

Reading Module 1-10 and 11-20




The content in this Module has been developed to be aligned with research and incorporates opportunities to engage in the theory and practice of the big Reading strategies.




Idaho Training Clearinghouse



Search...


 IDAHO TRAINING Clearinghouse



Idaho Training Clearinghouse (ITC), funded by the Idaho State Department of Education-Special Education, is designed to link school professionals and parents with special education training opportunities and resources across the state.

[Learn more about us>>](#)

ANNOUNCEMENTS



FALL CLASSES NOW OPEN

Inservice credit courses are now open for registration. The deadline to register is Friday, October 13. Visit the '[For Credit](#)' page for a list of courses and registration directions.

Idaho Training Clear

CREATE ACCOUNT LOGIN Search...

 IDAHO TRAINING
Clearinghouse

ITC HOME LMS HOME

Learning Management System



Welcome to the ITC LMS



Fall Registration
- **Now Open** -



ASD: NEUROLOGY, BEHAVIOR, & INTERVENTIONS

Course ID: 36709

How do I start?

[LMS User Overview](#)

1. Review **course syllabus** for course requirements and deadlines.
2. Review **registration deadline**.
3. To participate in a course, you will need to create an account.

Foundational Skill



Content

- ✓ Phonological Awareness
- ✓ Phonics
- ✓ Word Recognition
- ✓ All About Syllables
Part 1 and Part 2

Strategy

- ✓ Partner Talk
- ✓ Academic Discussion

Vocabulary



Content

- ✓ Academic Vocabulary
- ✓ Word Analysis
- ✓ Developing Word Consciousness



Strategy

- ✓ Semantic Mapping
- ✓ Using Context Clues

Comprehension



Content

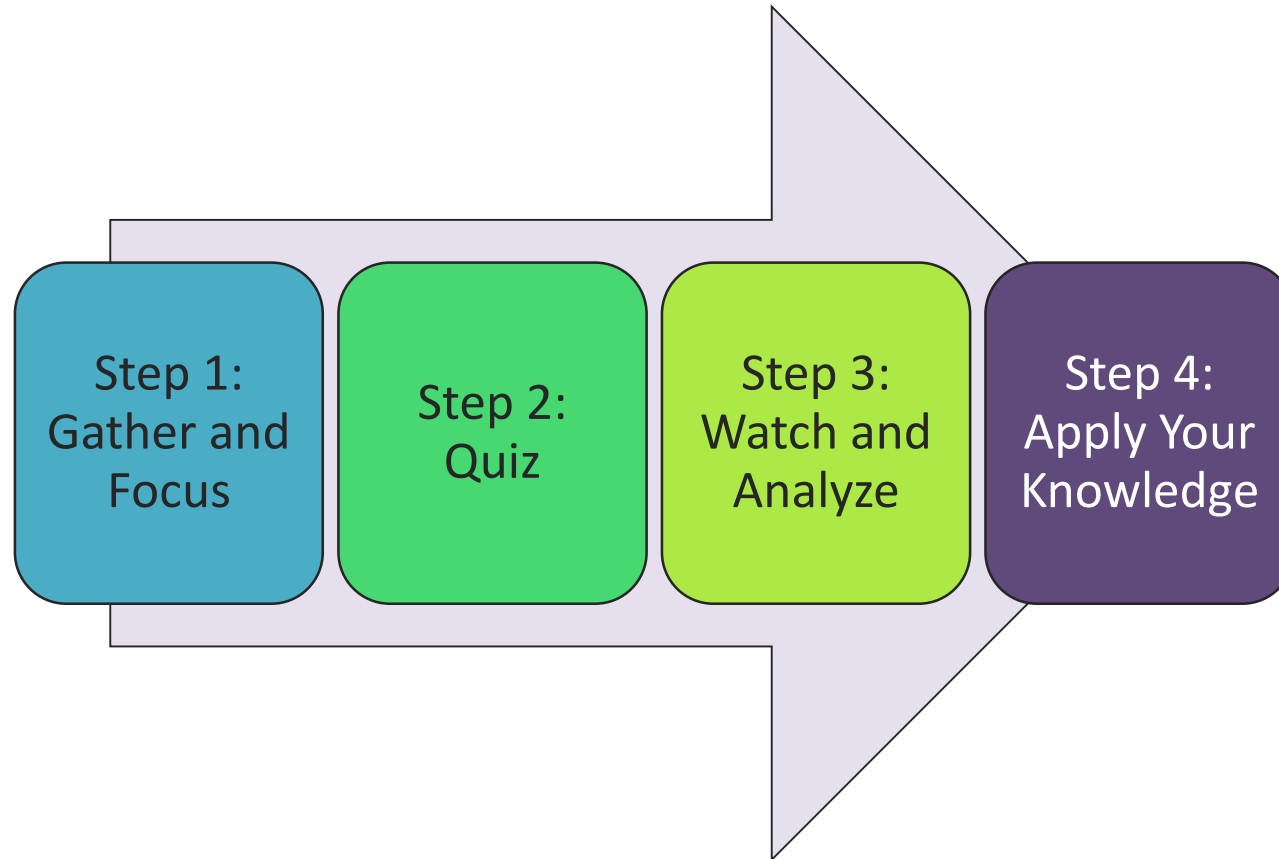
- ✓ Academic Language
Part 1 and 2
- ✓ Importance of Text Structures
- ✓ Importance of Text Features
- ✓ Introduction to Informational Text

Strategy

- ✓ Close Reading
- ✓ Identifying & Analyzing Theme
- ✓ Text Dependent Questions
- ✓ Teaching Students to Use Evidence



Module Format



Step 1:

Step 1: Gather and Focus

Step 2: Quiz

Step 3: Watch and Analyze

Step 4: Apply Your Knowledge



Step 1: Gather and Focus

- Utilize the IES Practice Guide
- Additional Readings on the topic
- Complete required practice documents



Step 2:

Step 1: Gather
and Focus

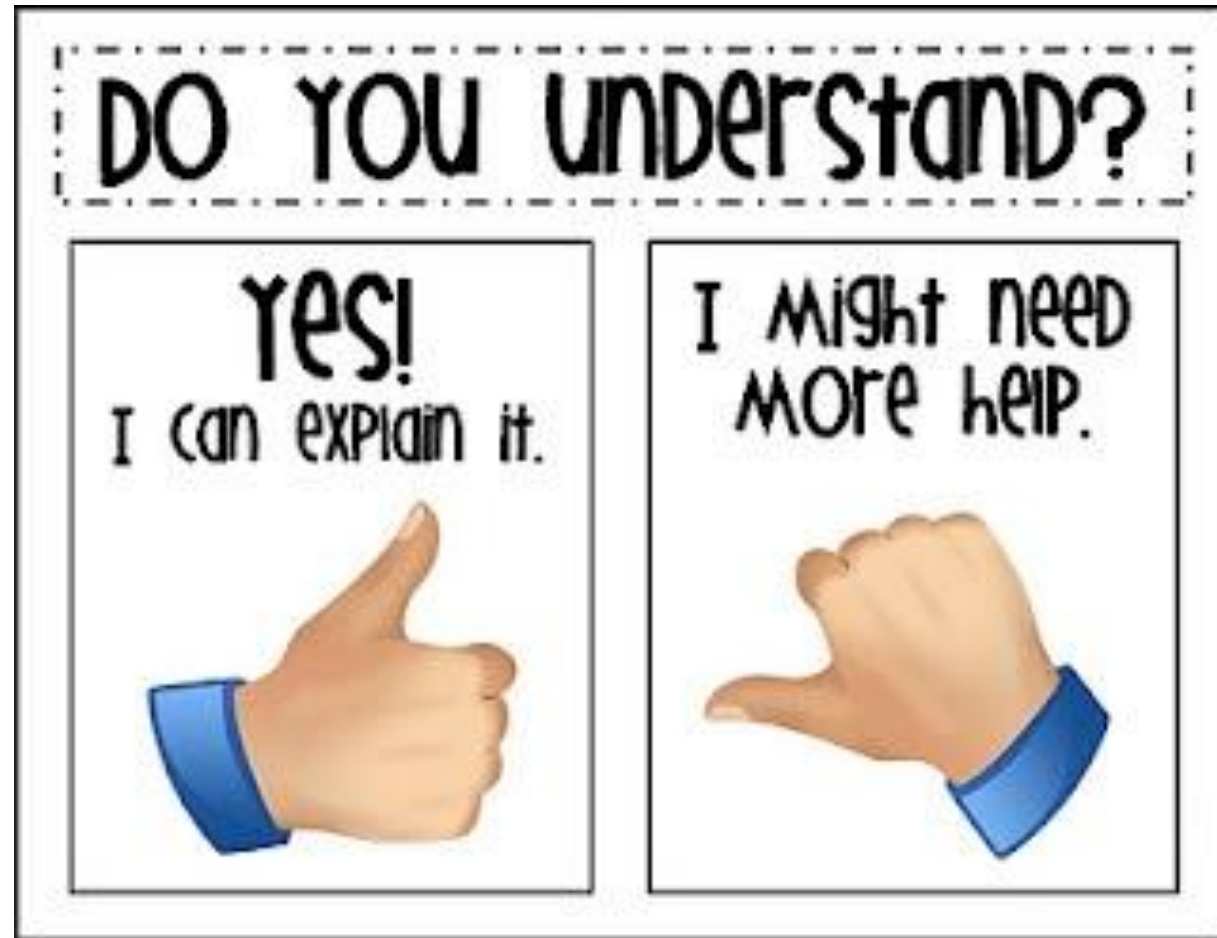
Step 2: Quiz

Step 3: Watch and
Analyze

Step 4: Apply Your
Knowledge



Step 2: Quiz



Step 3:

Step 1: Gather
and Focus

Step 2: Quiz

Step 3: Watch and
Analyze

Step 4: Apply Your
Knowledge



Step 3: Watch
and Analyze



Summarize it!

Step 4:

Step 1: Gather
and Focus

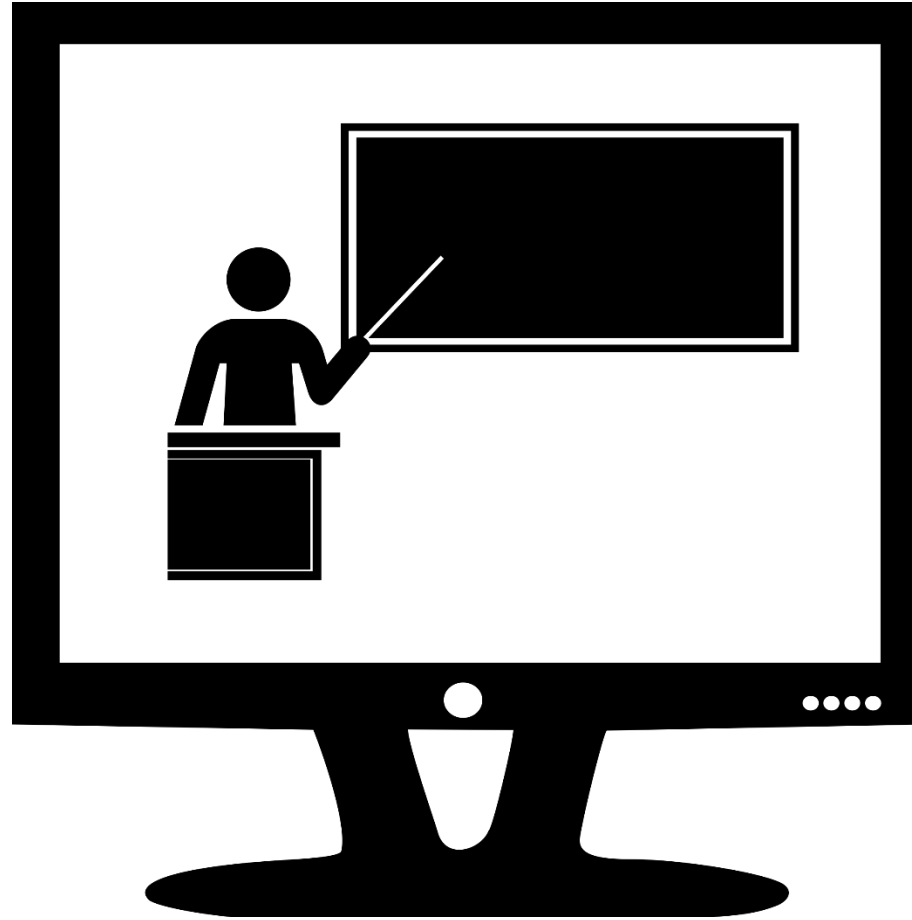
Step 2: Quiz

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Step 4: Apply
Your Knowledge



National Center for Improving Literacy



National Center on
Improving Literacy

For Parents
& Families

For Schools
& Districts

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Agencies

Tools &
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A Path to Success



For Parents & Families



For Schools & Districts



For State Agencies

feedback

[National Center for Improving Literacy](#)

Give One Get One?



Questions?



Con**clusion**

A magnifying glass with a black handle and a silver frame is positioned over the word "Conclusion". The lens is centered over the letters "clu", making them appear larger and more prominent than the rest of the word. The background is a plain, light gray surface.

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